

**DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
Sanborn Central School District
Accountability Review - Monitoring Report 2012-2013**

Team Members: Donna Huber, Team Leader; Chris Sargent, Education Specialist and Dan Rounds and Mary Livermont, Transition Liaisons.

Dates of On Site Visit: November 19, 2012

Date of Report: November 30, 2012

All non-compliance must be corrected within 1 year of this report date.

Date Closed:

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Division of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
 - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
 - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
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State enforcement -- Determinations.

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Division of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

ARSD24:05:25:04. Evaluation procedures -- General. School districts shall ensure, at a minimum, that evaluation procedures include the following:

- (5) A variety of assessment tools and strategies are used to gather relevant functional, developmental, and academic information about the child, including information provided by the parents, that may assist in determining:
 - (a) Whether the child is a child with a disability; and
 - (b) The content of the child's IEP

ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include:

- (1) A statement of the student's present levels of academic achievement and functional performance, including:
 - (a) How the student's disability affects the student's involvement and progress in the general education curriculum
- (2) A statement of measurable annual goals, including academic and functional goals, designed to:
 - (a) Meet the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum; and
 - (b) Meet each of the student's other educational needs that result from the student's disability;
- (5) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on state and district-wide assessments consistent with § 24:05:14:14.
- (8) Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP shall include:
 - (a) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, if appropriate, independent living skills; and
 - (b) The transition services (including courses of study) needed to assist the student in reaching those goals; and

ARSD24:05:14:14. Participation in assessments. All children with disabilities shall be included in all general state and district-wide assessment programs, including assessments described in the ESEA, with appropriate accommodations and alternate assessments if necessary and as indicated in their respective IEPs

Corrective Action:

Prong 1: Correct each individual case of noncompliance		
Timeline for Completion: 45 calendars day from the report date listed above.		
Student:	Required Action:	Data To Be Submitted:
<p>Student File # (2): This student was reported on child count under the category of (525).</p> <ol style="list-style-type: none"> 1. The student's IEP did not adequately address within the Present Level of Academic Achievement and Functional Performance how the disability affects the student's progress in the general curriculum. 2. In the transition section of the IEP, the measurable post-secondary goal for training or education was unclear. 	<p>District will need to amend the IEP for this student to address</p> <ol style="list-style-type: none"> 1) How the student's disability affects the student's progress in the general curriculum 2) Specifically determine and document within the IEP an appropriate post-secondary goal for training or education, which will help the student achieve the student's post-secondary employment goal. The team must also ensure the course of study aligns with the post-secondary training or education goal. 	<p>If the district and parent decide to meet to amend the IEP, the district must submit:</p> <ol style="list-style-type: none"> 1. Meeting Notice 2. A copy of the amended IEP or a copy of the Addendum. 3. A Parental Prior Written Notice <p>If the district and parent decide to amend the IEP without a meeting, the district must submit:</p> <ol style="list-style-type: none"> 1. A copy of the amended IEP or a copy of the Addendum. 2. A Parental Prior Written Notice
<p>Date Data Submitted:</p> <p>Status:</p>		

Student:	Required Action:	Data To Be Submitted:
<p>Student File # (3): This student was reported on child count under the category of (550).</p> <p>Due to the limited information in the skill based assessment, the team did not have sufficient evaluation information to support eligibility.</p>	<p>After obtaining parental consent, the district will need to:</p> <ol style="list-style-type: none"> 1. Complete the reevaluation process, conducting a thorough skill based assessment to address all concerns 2. Revisit the eligibility process, which will include completing the eligibility document 3. Write a new IEP to address all the student's needs 	<p>District will submit:</p> <ol style="list-style-type: none"> 1. Parental Consent for evaluation 2. Evaluation reports 3. Meeting notice 4. Eligibility document 5. IEP 6. Parental Prior Written Notice

Date Data Submitted: Status:

Student:	Required Action:	Data To Be Submitted:
<p>Student File # (5): This student was reported on child count under the category of (560).</p> <p>Due to the lack of skill based assessment in the areas of behavior and social skills, this student's IEP did not address all areas affected by the disability.</p>	<p>After obtaining parental consent, the district will need to:</p> <ol style="list-style-type: none"> 1. Complete the reevaluation process, conducting a thorough skill based assessment to address all concerns affected by the disability 2. Write a new IEP to address all the student's needs, including goals which address the behavioral and/or social concerns and address the "Special Considerations" page of the IEP. 	<p>District will submit:</p> <ol style="list-style-type: none"> 1. Parental Consent for evaluation 2. Skill based report/s 3. Meeting notice 4. IEP 5. Parental Prior Written Notice
Date Data Submitted: Status:		

Prong 2: Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of updated data.

Required Action: The district will ensure skill based assessment is completed in each area affected by the disability to assist the IEP team in determining eligibility and develop an IEP which addresses all the student's needs. For a student 16 years or older, this will include the area of transition as well.
Data To Be Submitted: The special education teacher and speech pathologist will each submit for one student : <ol style="list-style-type: none"> 1. The prior notice/consent for evaluation 2. Copies of <u>all</u> the evaluation reports including skill based assessment and transition for a transition age student. 3. Copy of the meeting notice for the eligibility/IEP meeting 4. Copy of the eligibility document and; 5. Copy of the IEP
Target Date for Completion: October 23,2013
Date : Status Report:

Prong 1: Correct each individual case of noncompliance Timeline for Completion: 45 calendars day from the report date listed above.		
Student:	Required Action:	Data To Be Submitted:
Student File # 1, 2, 3 and 5 listed under statewide assessment. For these files, accommodations/modifications identified in the IEP for statewide assessment were not consistently provided during the testing period.	1. The district will review current policy/procedure to determine why discrepancies are occurring. 2. Develop a process that will allow for the appropriate documentation and provision of accommodations for state/district assessments. 3. Train IEP staff and testing coordinator in the procedures/process. 4. Implement procedures and collect data to verify accommodation are appropriately documented and provided during state/district assessments.	The district will collect and submit to SEP the following data: <ol style="list-style-type: none"> 1. Written description of the districts review process to identify why the discrepancies are occurring. 2. Written description of the process the district will implement to correct the discrepancies. 3. Training documentation to include the date staff training occurred, name of individual who provided the training and sign-in sheet with the names of all participants/position titles, who attended the training
Date Data Submitted: Status:		

Prong 2: Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of <u>updated data</u>.
Required Action: Implement policy/procedure/practice identified in Prong #1.
Data To Be Submitted: Data submitted for Prong #1 will be used to verify correction.
Target Date for Completion: October 23, 2013
Date : Status Report:

State Performance Plan – Performance Indicators

Sanborn Central has met all state indicators, including indicator 1.

Indicator 1 – Graduation Rate

Percent of youth with IEP's graduating from high school with a regular diploma.

State Target: 84% or above District %: 100%
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District Response: Sanborn Central has had a 100% graduation rate for the past several years. There was one year the district had a 95% graduation rate where one student did not complete. The district attributes the rate to the fact that they are a small school and communicate with parents every week if a student has a "D" or "F" in any class. SPED staff works very closely with the teachers to follow the IEP's and modify assignments or provide the required assistance with tests, etc. Tutoring and extra help is offered during the day so that students that are behind or in danger of failing have the opportunity to get one-on-one help from the teachers. The district has also contracted seats from Second Chance Alternative School in Mitchell so that those students that may not learn in the traditional setting have the opportunity to succeed. That program has been very successful in that regard.